

BEAUFORT HIGH

84 Sea Island Pkwy.
Beaufort, SC 29907

GRADES 9-12 High School

ENROLLMENT 1,600 Students

PRINCIPAL Daniel H. Durbin 843-322-2000

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent

14

Good

17

Average

6

Below Average

1

Unsatisfactory

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	80.9	N/A	N/A	75.4	N/A	N/A
Passed 1 subtest	12.4	N/A	N/A	13.3	N/A	N/A
Passed no subtests	6.7	N/A	N/A	11.6	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	84.1%	94.4%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	42.6	13.2
Seniors who met the SAT/ACT requirement	42.6	13.4
Seniors who met the grade point average	48.8	49.7

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	384	206
Number of Diplomas	292	155
Rate	76.0%	75.7%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	353	84.1	326	42.6	384	76.0	YES
Gender							
Male	162	79.6	140	45.7	178	71.3	N/A
Female	189	87.8	186	40.3	206	80.1	N/A
Racial/Ethnic Group							
White	150	96.7	146	82.9	172	79.7	N/A
African-American	182	74.2	161	5.6	188	75.0	
Asian/Pacific Islander	7	85.7	6	100.0	8	75.0	N/A
Hispanic	12	75.0	10	30.0	14	50.0	N/A
American Indian/Alaskan	1	I/S	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	341	85.3	309	45.0	361	77.6	N/A
Disabilities other than speech	12	50.0	17	0.0	23	52.2	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	326	86.2	326	42.6	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	2	I/S	9	66.7	8	50.0	N/A
Non-Limited English Proficient	325	85.8	317	42.0	375	76.8	N/A
Socio-Economic Status							
Subsidized meals	152	80.9	169	0.0	183	78.7	N/A
Full-pay meals	174	90.8	157	88.5	201	73.6	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	381	78.7	9.0	29.0	31.7	30.3	71.4	YES	NO
Gender									
Male	175	76.0	9.4	33.1	31.5	26.0	67.7	N/A	N/A
Female	206	81.1	8.6	25.8	31.9	33.7	74.2	N/A	N/A
Racial/Ethnic Group									
White	172	78.5	1.6	17.1	30.2	51.2	86.8	YES	NO
African-American	190	78.9	15.0	38.1	34.0	12.9	59.9	YES	NO
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	73.3	20.0	50.0	20.0	10.0	30.0	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	345	82.6	5.5	29.5	33.5	31.6	74.5	N/A	N/A
Disabled	36	41.7	73.3	20.0	N/A	6.7	13.3	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	78.7	9.0	29.0	31.7	30.3	71.4	N/A	N/A
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	374	78.6	8.8	27.8	32.4	31.0	72.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	195	75.9	14.3	40.1	31.3	14.3	59.2	YES	NO
Full-pay meals	186	81.7	3.5	17.5	32.2	46.9	83.9	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	381	78.5	16.6	35.3	28.7	19.4	59.5	YES	NO
Gender									
Male	175	75.4	16.7	33.3	31.0	19.0	61.1	N/A	N/A
Female	206	81.1	16.6	36.8	27.0	19.6	58.3	N/A	N/A
Racial/Ethnic Group									
White	172	78.5	3.1	26.4	34.1	36.4	80.6	YES	NO
African-American	190	78.4	30.1	41.8	23.3	4.8	40.4	YES	NO
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	73.3	N/A	70.0	20.0	10.0	50.0	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	345	82.6	13.8	36.4	29.5	20.4	61.5	N/A	N/A
Disabled	36	38.9	71.4	14.3	14.3	N/A	21.4	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	78.5	16.6	35.3	28.7	19.4	59.5	N/A	N/A
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	374	78.3	17.0	35.0	28.3	19.8	59.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	195	75.4	27.4	42.5	24.0	6.2	41.1	YES	NO
Full-pay meals	186	81.7	5.6	28.0	33.6	32.9	78.3	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,600)				
Retention rate	11.2%	Up from 0.1%	9.5%	9.1%
Attendance rate	97.9%	Down from 98.0%	95.8%	96.0%
Eligible for gifted and talented	22.4%	Up from 14.7%	8.1%	5.8%
With disabilities other than speech	8.1%	Down from 8.6%	12.9%	12.7%
Older than usual for grade	9.2%	Down from 9.7%	9.6%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Down from 24.0%	1.7%	1.6%
Enrolled in AP/IB programs	38.6%	Up from 18.1%	10.7%	10.2%
Successful on AP/IB exams	40.6%		50.1%	53.8%
Annual dropout rate	5.3%	Up from 2.1%	3.7%	2.7%
Career/technology students in co-curricular organizations	1.3%	Down from 3.4%	3.6%	3.6%
Enrollment in career/technology center courses	923	Up from 730	425	466
Students participating in worked-based experiences	13.4%	Down from 23.9%	22.2%	25.7%
Career/technology students mastering core competencies	81.5%	Up from 78.2%	80.0%	77.7%
Career/technology completers placed	100.0%	No change	97.5%	99.3%

Teachers (n= 89)				
Teachers with advanced degrees	50.6%	Up from 44.9%	50.6%	52.0%
Continuing contract teachers	73.0%	Up from 63.3%	83.3%	82.1%
Highly qualified teachers**	88.9%	N/A	91.2%	89.5%
Teachers with emergency or provisional certificates	19.5%		7.9%	8.6%
Teachers returning from previous year	77.0%	Down from 80.3%	85.8%	86.2%
Teacher attendance rate	94.4%	Down from 94.7%	95.3%	95.3%
Average teacher salary	\$42,866	Up 5.3%	\$40,562	\$41,060
Prof. development days/teacher	12.7 days	Up from 12.6 days	10.3 days	10.6 days

School				
Principal's years at school	1.0	No change	6.0	3.0
Student-teacher ratio in core subjects	28.7 to 1	Down from 30.9 to 1	27.4 to 1	26.4 to 1
Prime instructional time	89.8%	Up from 89.5%	89.8%	90.0%
Dollars spent per pupil*	\$5,342	Down 4.1%	\$6,173	\$6,310
Percent of expenditures for teacher salaries*	57.6%	Up from 48.5%	57.8%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	96.7%	Down from 99.2%	91.4%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Beaufort High School has focused on several areas of school improvement: communication, graduation rates, student guidance, and instructional methodology. During the past year, the majority of the school's teachers have been trained in Applied Control Theory (ACT). ACT is a communications model that provides adults and students with the skills to deal with conflict in a positive, productive manner. The remaining staff members will be trained during the 2004-05 school year. In addition, two new programs (Men of Honor and Ladies of Distinction) have been initiated to help students focus on improving self-concept and civic responsibility. These particular programs have been very productive in helping to reduce achievement gaps. These programs, combined with the school's summer freshman orientation camps, are helping to better prepare BHS students for learning. At the beginning of the school year, data indicated that passing math courses had been a major roadblock to student success and graduation. In January 2004, the school adopted the Cognitive Tutor math program. The initial pilot program showed a significant increase in student success. The program will be expanded during the 2004-05 year to include supplementing existing curriculum, credit recovery, and a self-paced curriculum. To support the students' guidance program, an Advisor/Advisee program has been developed. The program is centered on character development, civic responsibility, and career guidance. In the area of instructional methodology, the entire staff has been through stage one of Bernice McCarthy's 4 Mat: Learning Styles, Effective Teaching Strategies, and Power Standards Training. The majority of the staff has been trained in Applied Control Theory, and a third of the faculty has been trained in integration and teaming. A focus for the 2004-05 school year will be to continue the training that is in place and add data driven decision making for the entire staff. Two programs that have been planned during the present school year are a new freshman academy and a credit recovery lab. Both programs will be initiated during the 2004-05 school year. An additional goal for the upcoming school year is the development of after-school programs to meet the needs of students and the community. A Comprehensive School Reform grant has given the school the resources to adopt the High School's That Work reform model. This model will be used to continue evaluating and improving student achievement. The principal, Dan Durbin, and the president of the School Improvement Committee, Caroline Banner, are working in concert to ensure equal access to a quality education for all students.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	64	269	100
Percent satisfied with learning environment	71.9%	66.5%	69.8%
Percent satisfied with social and physical environment	81.3%	75.4%	65.3%
Percent satisfied with home-school relations	50.0%	80.8%	51.6%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.